

Worksheet for Determining HQT Status for Special Educators Providing Content Area Primary Instruction

This worksheet can be used to determine HQT status for special educators. For classroom teachers, Title I math and Title I reading teachers, and alternative program teachers, please use the *Worksheet for Determining HQT Status for Assignment*. If there is any change in assignment, including a change in the present level of performance of a student, HQT status for the new assignment should be evaluated.

Is the special educator HQT for the assignment?

Check if applicable

1. Is the special educator providing primary instruction?¹

- | | | |
|----|---|--------------------------|
| A. | Yes. Go to #2. | <input type="checkbox"/> |
| B. | No. There are no HQT content knowledge requirements for special educators who do not provide primary instruction. | <input type="checkbox"/> |

2. Does the special educator have the appropriate license for the assignment?

- | | | |
|----|--|--------------------------|
| A. | Educator has a valid Vermont educator license (provisional, Level I, Level II, or retired). | <input type="checkbox"/> |
| B. | License is not an emergency license. | <input type="checkbox"/> |
| C. | Educator has a special education endorsement (e.g., Special Educator, Consulting Teacher, Intensive Special Education Teacher, Teacher of the Deaf and Hard of Hearing, Teacher of the Blind and Visually Impaired, Educational SLP, Director of Special Education, Career and Technical Special Needs Teacher). | <input type="checkbox"/> |
| D. | Endorsement covers the instructional level(s) of the assignment (e.g., grades K – 8, grades K – age 21, grade 7 – age 21). | <input type="checkbox"/> |

If A, B, C, and D are checked, then go to #3. If not, go to #4B.

3. Does the special educator have the required HQT content knowledge for the highest present levels of performance of his/her current students in each content area in which he/she provides primary instruction?²

- | | | |
|----|------|--------------------------|
| A. | Yes. | <input type="checkbox"/> |
| B. | No. | <input type="checkbox"/> |

If A is checked, then go to #4A. If not, go to #4B.

**4. Is the special educator
HQT for the assignment?**

- | | | |
|----|--|--------------------------|
| A. | Yes. | <input type="checkbox"/> |
| B. | No. If the school receives Title I money (either schoolwide or targeted assistance), for each class where the educator does not meet the HQT licensure and content knowledge requirements for the assignment, individual HQT parent notification letters are necessary. In addition, all educators in public schools who are not HQT for their assignment must have a plan in place to become HQT for the assignment. Please see the <i>NCLBA Highly Qualified Teacher (HQT) and Paraprofessional Accountability Requirements</i> document for more information. ³ | <input type="checkbox"/> |

¹ A primary instructional arrangement is defined as one in which the special educator provides the primary instruction in any of the core content areas (English language arts, math, science, and social studies) to one or more students, including planning and assessment of student performance in that content area. The instruction may take place in the regular classroom or outside it. *This includes special educators or SLPs who supervise paraprofessionals who provide primary instruction to special education students in one or more core content areas.*

² See the *HQT Licensure & Content Knowledge Requirements for Special Educators* chart, which is available at education.vermont.gov/new/html/licensing/hqt.html.

³ The *NCLBA Highly Qualified Teacher (HQT) and Paraprofessional Accountability Requirements* document is available at education.vermont.gov/new/html/licensing/hqt.html.